

DISTRICT SCHOOL JOURNAL,

OF THE STATE OF NEW-YORK.

Vol. VI.

ALBANY, SEPTEMBER, 1845.

No. 6.

COUNTY SUPERINTENDENT.

Jason N. Seward, of Rochester, has been appointed county superintendent of Monroe, in place of A. Mann, Esq., resigned.

OFFICIAL.

STATE OF NEW-YORK—SECRETARY'S OFFICE.
DEPARTMENT OF COMMON SCHOOLS.

TO COUNTY SUPERINTENDENTS.

Blank reports for trustees of school districts and for the annual reports of county superintendents, will be forwarded with the legislative documents to the county clerk of each county, during the course of the present month.

—N. S. BENTON, *State Sup't.*

AMERICAN INSTITUTE.

The American Institute holds its annual meeting at Hartford, Ct., commencing on the evening of the 21st Aug. The introductory lecture will be delivered by Rev. Joel Hawes, D. D., of Hartford. The session will be one of unusual interest.

TEACHERS' INSTITUTES.

RENSSELAER.

The institute will open on the 30th Sept., at Sliter's Corners, near Sandlake, and will continue two weeks in session, under the direction of S. R. Sweet, as Principal, assisted by P. H. Thomas, county superintendent, and Mr. Hunt, town superintendent of Sandlake.

OSWEGO.

The institute will open on the 13th of October, at Mexico, and will continue three weeks, under the direction of O. W. Randall, county superintendent, and S. R. Sweet as principal, who will be assisted by Miss M. A. Nelson and Mr. A. M. Baker, pupils from the State Normal School. Arrangements have been made to raise, by voluntary contributions, sufficient to cover the expenses of tuition, &c. Teachers who attend,

will be taxed for nothing except board, and arrangements will be made, to obtain this at the cheapest possible rate. The teachers will do well to provide themselves with a Testament, slate, a blank book for taking notes, and stationary for practising composition. Text books will be furnished by the Principal. It is desirable, also, that every member should be supplied with a copy of Colburn's Mental Arithmetic, as particular pains will be taken to give instruction in this useful branch of science. Several scientific gentlemen from abroad are expected to be present and address the association. We are confident of having a happy, an interesting, and a profitable time, and trust that no teacher in Oswego county will willingly absent himself from the meeting. Come one, come all.

O. W. RANDALL,
J. B. PARK,
ALEX'R. WHALEY, } *Ex. Com.*

ERIE.

Will be held at Aurora, on the 15th Sept., and continued at least two weeks, under the direction and instruction of E. Selden Ely, Esq. county superintendent, H. H. Barney, principal of Aurora Academy, Rev. M. B. True, assisted by Messrs. Kingsley and Gunn, pupils of the State Normal School. Mr. Page, Principal of the State Normal School, will be present from the 15th to the 17th.

DELAWARE.

Will open on the 1st of October, at Delhi, under the direction of S. J. Ferguson, county superintendent, D. Shepard, Principal of the Delhi Academy, and A. D. Wright, Esq., assisted by Miss Blish and F. L. Hanford, of the State Normal School.

ONEIDA.

Will open at Utica on the 1st Sept., and continue one week, under the direction of W. S. Wetmore, county superintendent. Mr. Page, Principal, and Mr. Perkins, Professor of the Normal School, will be present and lecture on the 3d and 4th inst.

ONONDAGA.

Will open on the 6th day of October, under the general direction of Orson Barnes and Alanson Edwards, county superintendents, assisted by Messrs. Losey and Edgerton, pupils of the State Normal School.

GREENE.

Will open on the 8th of October, at Cairo, and continue two weeks, under the general direction of J. Olney, county superintendent, and Albert D. Wright, Esq., as Principal.

TOMPKINS.

Will open on Tuesday the 14th of October, at Ithaca, and continue in session from two to three weeks, under the direction of S. Robertson, Co. superintendent. John Gillett, Esq., of Hector, will act as one of the teachers of the institute; and the Hon. H. Barnard, of Ct., Professor Davies, Mrs. Emma Willard, and A. D. Wright, Esq., have promised to be present. A course of lectures on anatomy and physiology, is expected from Dr. Boynton, of Syracuse.

NIAGARA.

Will open about the middle of October, at Lewiston, under the direction of Joshua Cooke, county superintendent. The arrangements are not yet fully made.

HERKIMER.

Will open at Little Falls on the 20th of October, under the general direction of James Henry, county superintendent. The arrangements have not been completed.

NOTICE.

The Herkimer County Common School Association will hold its anniversary meeting at the court-house, in Herkimer, for the election of officers, and the transaction of other business, at 10 o'clock in the forenoon, on the Wednesday following the second Monday in Sept. inst.

A public address will be made at the Brick Church, at 2 o'clock, P. M., by James Henry, Jr., orator of the day.

Distinguished gentlemen from abroad will be present and address the association.

County and town superintendents, teachers, and the friends of education generally, are cordially invited to attend.

DAVID CHASSELL, President.
J. E. L. HAMILTON, Secretary.
Herkimer, August 9th, 1845.

ONTARIO.

Will open Oct. 6th, at Canandaigua, under the general direction of A. T. Hopkins, county superintendent. The Hon. Salem Town is expected to assist in the exercises. Also, Isaac Swift, Esq. the distinguished Principal of the Geneva Union School.

JEFFERSON.

Will open at Watertown about the middle of October, under the direction of P. Montgomery, county superintendent. A full notice in the next Journal.

OTSEGO.

Will open on the 29th Sept., at Cooperstown, under the direction of L. R. Palmer, county superintendent, John G. K. Truair, A. M., of Gilbertsville; Salem Town, A. M., Aurora; H. Gillam, A. M., do.; and J. C. Tooker, A. M., Montgomery; assisted by S. T. Bowen, a pupil of the State Normal School.

ALLEGANY.

Will open on the 6th Oct., at under the direction of R. H. Spencer and J. J. Rockafellow, county superintendents. The Hon. Salem Town will take a leading part in the exercises.

SULLIVAN.

Will open at Monticello on 16th Sept., and continue two weeks, under the general direction of John D. Watkins, county superintendent. A. D. Wright will act as Principal. H. Barnard, Professor Davies and Mrs. E. Willard will lecture.

ONEIDA.

Will open at Rome on the 23d Oct., and continue till Nov. 7. A. D. Wright and S. R. Sweet, Principals. Hon. H. Barnard, professor Davies, Hon. B. P. Johnson, Professor S. N. Sweet, Mrs. E. Willard, Dr. J. D. Nichols, and Rev. G. S. Boardman, lecturers.

WYOMING.

Will open at Warsaw, Oct. 6th, and continue till Oct. 18th, under the direction of J. S. Denman, Esq., county superintendent, C. P. Judd, Principal of the Warsaw school, and N. A. Calkins, town superintendent of Gainesville. D. P. Page, Esq., Principal of the Normal School, is expected to be present a part of the session. Messrs. Cook and Enos, pupils of the State Normal School, will take part in the exercises. A class of children will be present for giving practical illustrations before the institute.

CAYUGA.

Will open Oct. 1st, at Auburn, and continue two weeks, under the direction of E. G. Stokes, county superintendent, assisted by Messrs. W. F. Phelps, and C. D. Lawrence, pupils of the State Normal School. D. P. Page, Principal, and G. R. Perkins, Professor of the Normal School, will be present on the 3d and 4th of October.

ORLEANS.

Will open on the 30th Sept. at Albion, and continue four weeks, under the direction of E. R. Reynolds, Esq., Principal of the Academy,

and Mr. French, who will be assisted by Mr. N. W. Bates, a pupil of the State Normal School.

FULTON.

This county Normal School will open on the 1st of Oct., at Kingsboro', and continue four weeks, under the direction of Flavel B. Sprague, county superintendent.

LEWIS.

Will open in the first week of October, under the direction of Sidney Sylvester, county superintendent, assisted by W. Van Olinda, a pupil of the State Normal School. Mr. Page, principal of the Normal School, will be present on the 5th, 6th and 7th of October.

TIOGA.

Will open on Oct. 7th, at Owego, and will continue two weeks, under the direction of E. Powell, county superintendent.

FRANKLIN.

Will open on the 6th Oct., at Malone, and will probably continue two weeks, under the direction of D. H. Stevens, county superintendent, assisted by Reuben R. Stetson, a pupil of the State Normal School.

APPOINTMENTS OF DAVID P. PAGE, Principal of the State Normal School.

As Mr. PAGE has been unable to conform his arrangements to the *precise times* at first suggested for his visits to the various counties—below is a list of his engagements, as they stand at present. It is hoped, where any change has been made in the time, that those concerned will understand that such change was necessary, and that they will find it convenient to acquiesce in the new arrangement. If his health will admit of it, he will be happy to conform to any arrangements his friends may make for him, during his stay in any county.

He will be at Fonda, in Montgomery co., Monday, Sept. 1st. Little Falls, Herkimer co., Tuesday, Sept. 2d. Utica, Oneida co., Wednesday and Thursday, Sept. 3 and 4. —, Lewis co., Saturday, Sept. 6. Syracuse, Onondaga, Sept. 9. Rochester, Monroe co., Wednesday, Sept. 10. Batavia, Genesee, Sept. 11. Aurora, Erie co., Monday and Tuesday, Sept. 15 and 16. —, Allegany co., Thursday and Friday, Sept. 18 and 19. Bath, Steuben co., Tuesday, Sept. 23. Penn Yan, Yates co., Wednesday, Sept. 24. Ithaca, Tompkins co., Friday, Sept. 26th. Coopers-town, Otsego co., Monday and Tuesday, Sept. 29 and 30. —, Madison co., Wednesday, and Thursday, Oct. 1 and 2. Auburn, Cayuga co., Friday and Saturday, Oct. 3 and 4. Canandaigua, Ontario co., Monday and Tuesday, Oct. 6 and 7. Albion, Orleans co., Wednesday and

Thursday, Oct. 8 and 9. Warsaw, Wyoming co., Friday and Saturday, Oct. 10 and 11.

Any communications for Mr. Page, too late to reach Albany before the 31st of Aug., may be directed to the care of the county superintendent of either of the above counties, previous to the time specified for such county, or to *Niagara Falls*, if they can reach there before the 15th of Sept. Extraordinaries excepted, nothing but ill health will prevent a punctual fulfilment of the above appointments.

VACANCIES.

So far as ascertained, that will occur in the Normal School at the close of the present term:

Allegany, two state pupils, two volunteers; Broome, one v.; Cattaraugus, two v.; Cayuga, one s., two v.; Chautauque, three v.; Chemung, one v.; Chenango, one s., two v.; Clinton, one v.; Columbia, one v.; Cortland, one s., two v.; Delaware, two s., two v.; Dutchess, two v.; Erie, one s., two v.; Essex, one s., one v.; Franklin, one s., one v.; Fulton and Hamilton, one v.; Genesee, two s., two v.; Greene, one v.; Jefferson, three v.; Kings, one s., two v.; Lewis, one s., one v.; Livingston, one s., two v.; Madison, two s., two v.; Monroe, three s., two v.; Montgomery, one v.; New-York, five s., thirteen v.; Niagara, two v.; Oneida, one s., three v.; Onondaga, two v.; Orange, two s., three v.; Ontario, two s., three v.; Orleans, one s., one v.; Oswego, one s., two v.; Otsego, one s., three v.; Putnam, one s., one v.; Queens, one s., one v.; Rensselaer, one s.; Richmond, one v.; Rockland, one v.; Saratoga, one s., one v.; Schoharie, two s., two v.; Seneca, one s.; St. Lawrence, two v.; Steuben, two v.; Suffolk, two s., two v.; Sullivan, one s., one v.; Tompkins, one s., one v.; Ulster, one v.; Washington, two s.; Wayne, one s., two v.; Westchester, two v.; Wyoming, two s., two v.; Yates, one v.

N. S. BENTON,

State Supt.

NEW-JERSEY.

Theodore F. King, Esq., formerly county superintendent of Kings county, has been appointed state superintendent of the schools of New-Jersey.

MICHIGAN.

Ira Mayhew, Esq., formerly county superintendent of Jefferson county, has been appointed state superintendent of the schools of Michigan.

These gentlemen were distinguished for ability and zeal in the discharge of their official duties as county superintendents, and we rejoice that they have been called into a wider sphere of usefulness. A great work—the greatest work of civil society—is to be done, and though New-York cannot well spare any laborers from her own half tilled field, she gives a hearty God-speed to those who go forth to other states to aid in diffusing the blessings of thorough and universal education.

STATE NORMAL SCHOOL.

EXECUTIVE COMMITTEE.

N. S. BENTON, *State Superintendent*,
 Hon. GIDEON HAWLEY, LL. D.
 Rev. ALONZO POTTER, D. D.
 Rev. WILLIAM H. CAMPBELL, D. D.
 FRANCIS DWIGHT, *Sec'y.*

BOARD OF INSTRUCTION.

DAVID P. PAGE, *Principal*,
 GEORGE R. PERKINS, A. M., *Professor of Mathematics*,
 F. I. ILSLEY, *Professor of Vocal Music*,
 J. B. HOWARD, *Professor of Drawing*.

Nine of the more advanced pupils have been temporarily employed as assistants, during the past term.

The State Normal School is under the general direction of the Regents of the University, to whom an annual report is made by the Executive Committee.

CATALOGUE OF PUPILS.

Females.	Towns.	Counties.	Females.	Towns.	Counties.
Margaret S. Arnout,	New-York,	New-York.	Rachel C. Newman,	S. Onondaga, ...	Onondaga. ✓
Hannah E. Andrews,	Coeymans,	Albany.	Martha A. Nelson,	Volney,	Oswego.
Mary L. Beale,	Kinderhook, ...	Columbia.	Catharine L. Phillips,	Bern,	Albany.
Mary E. Butler,	Stockport,	Columbia.	Mary A. Perrine, ...	Root,	Montg'y.
Caroline D. Blish, ...	Stamford,	Delaware.	Ann A. Pomeroy, ...	New-York,	New-York.
Elizabeth Bell,	New Baltimore, ...	Greene.	Cynthia A. Pierce, ...	Middlefield, ...	Otsego.
Maria D. Bartow, ...	Colesville,	Broome.	Corlenia A. Pink, ...	Sandlake,	Rensselaer.
Hannah E. Cole, ...	Chenango,	Broome.	Julia A. Pink,	Sandlake,	Rensselaer.
Mary Cornwell, ...	New Lebanon, ...	Columbia.	Abby Perry,	Schenectady, ...	Schenec'dy
Phoebe C. Cazier, ...	Eaton,	Madison.	Mary Ann Rogers, ...	Malta,	Saratoga.
Lucy E. Crandall, ...	Bridgewater, ..	Oneida.	Emeline Russell, ...	Rhinebeck, ...	Dutchess.
Caroline Craver, ...	Greenbush,	Rensselaer.	Elizabeth Slade, ...	Westerlo,	Albany.
Nancy Cross,	Seward,	Schoharie.	Lois Adelia Slade, ...	Westerlo,	Albany.
Julia A. Covil,	Fabius,	Onondaga.	Hannah E. Stevens,	Cicero,	Onondaga.
Rebekah Ferry,	Albany,	Albany.	Mary G. Sabin,	Naples,	Ontario.
Sarah E. Foster, ...	Sing Sing,	Westch'ter	Caroline Smith, ...	Schodack,	Rensselaer.
Cornelia E. Gifford,	Albany,	Albany.	Sarah E. Smead, ...	White Creek, ...	Washington
Lucy D. Green,	Albany,	Albany.	Agnes Schoonmaker,	Bethlehem, ...	Albany.
Ellen Garahan,	Brooklyn,	Kings.	Elizabeth Tallmadge,	Albany,	Albany.
Cath. M. T. Griffin,	New-York,	New-York.	Catharine M. Tuttle,	Sherburne,	Chenango.
Cath. M. Goodman,	Bohlon,	Warren.	Alida B. Taintor, ...	Coxsackie, ...	Greene.
M. N. Hillman,	Albany,	Albany.	Nancy A. Turner, ...	Nelson,	Madison.
Frances M. Hastings,	Deerfield,	Oneida.	Ruth Ann Tweedy, ...	New-York,	New-York.
Caroline L. Hawley,	Schodack,	Rensselaer.	Phoebe A. Uline, ...	Sandlake,	Rensselaer.
Harmony E. Hamilton,	Sandlake,	Rensselaer.	Margaret A. Uline,	Sandlake,	Rensselaer.
Elizabeth C. Hanco,	Williamson, ...	Wayne.	Seleada M. Uline, ...	Sandlake,	Rensselaer.
Charlotte D. Hill, ...	Owego,	Tioga.	Joanna L. Van Duser,	Middletown, ...	Orange.
Cornelia M. Johnson,	Champion,	Jefferson.	C. Van Valkenburgh,	Prattsburgh, ...	Steuben.
Samantha Jones, ...	N. Stephenstown,	Rensselaer.	S. R. Van Amringe,	Rye,	Westch'ter
Mary E. F. Kent, ...	New-York,	New-York.	Cath. F. Wilcox, ...	Albany,	Albany.
Mary E. Kelly,	New-York,	New-York.	Emily C. Wightman,	Albany,	Albany.
Angellina King, ...	Waterford,	Saratoga.	Matilda C. White, ...	Athens,	Greene.
Margaret M. Lyon,	Little Falls, ...	Herkimer.	Isabella C. Williams,	Utica,	Oneida.
Mary Ann Lee, ...	Little Falls, ...	Herkimer.	B. Malvina Williams,	LaFayette, ...	Onondaga.
Laura A. Munson, ...	Caledonia,	Livingston.	Elizabeth A. Warner,	Greenbush, ...	Rensselaer.
B. H. McDonnell, ...	New-York,	New-York.	Julia E. Wells, ...	West Sandlake, ...	Rensselaer.
Helen Moore,	Southold,	Suffolk.	Lucretia Ward,	Ballston Spa, ...	Saratoga.
Ann E. McDowell, ...	Wayne,	Steuben.			

FEMALES—75.

* Deceased.

Males.	Towns.	Counties.	Males.	Towns.	Counties.
James Atwater,....	Lockport,.....	Niagara.	Daniel Losey,.....	Manlius,.....	Onondaga.
James D. Adams,...	Canandaigua,...	Ontario.	Daniel T. Lennon,...	Cairo,.....	Green.
E. Darwin Allen,...	Farmington,...	Ontario.	Isaac Mosher,.....	Coeymans,.....	Albany.
Oliver C. Belding,...	Oppenheim Ctr.	Fulton.	De Witt C. Marsh,...	Randolph,.....	Cattaraugus.
Truman H. Bowen,...	Manheim,.....	Herkimer.	Jas. W. Mandeville,...	Coventry,.....	Chenango.
Charles L. Brown,...	Stockbridge,...	Madison.	Henry S. Mosher,...	Stanford,.....	Dutchess.
Walter W. Brace,...	Victor,.....	Ontario.	George C. Mott,....	Cairo,.....	Greene.
Nelson W. Butts,...	Albion,.....	Orleans.	Joel Mann,.....	Fairfield,.....	Herkimer.
Alexander M. Baker,...	Sandy Creek,...	Oswego.	Peter Masterson,...	New-York,....	N. York.
Silas T. Bowen,....	Middlefield,...	Otsego.	John C. Moses,....	French Creek,...	Chautauque
Reuben H. Bingham,...	Stillwater,....	Saratoga.	Henry McGonegal,...	Ithaca,.....	Tompkins.
Charles S. Burton,...	Waterloo,.....	Seneca.	Howard R. Miller,...	Jerusalem,....	Yates.
Josiah W. Boyce,...	E. Schodack,...	Rensselaer.	Barent P. Martin,...	Root,.....	M'tgomery
Noah W. Buel,.....	Easton,.....	Washing'tn	Ezra Newland,....	Leicester,....	Livingston
John H. Balch,....	Cambridge,...	Washing'tn	Alfred Nichols,...	Hamilton,....	Madison.
Anthony Butler, Jr.,	Westfield,....	Richmond.	Sanford Newton,...	Smithtown,...	Suffolk.
John Bishop,....	Chenango,....	Broome.	William H. Niles,...	Varna,.....	Tompkins.
George A. Clum,...	Claverack,....	Columbia.	Willett S. Northrop,	Wawarsing,...	Ulster.
Ebenezer Curtice,...	Mayville,....	Chautauque	William Nims,....	Fort Ann,....	Wash'gton
Hiram H. Carpenter,	Chemung,....	Chemung.	Merrit J. Oatman,...	Alabama,....	Genesee.
Samuel P. Cole,....	Henderson,...	Jefferson.	Reuben Ottman,...	Sharon,....	Schoharie.
William W. Clark,...	Lima,.....	Livingston.	William F. Posson,...	Coeymans,....	Albany.
Charles W. Colyer,...	Rochester city,	Monroe.	William F. Phelps,...	Auburn,.....	Cayuga.
James Coley,....	Florida,.....	Mont'ry.	Isaac Poucher,....	Sterling,....	Cayuga.
John Campbell,....	Rome,.....	Oneida.	Daniel G. Perry,...	Glenwild,....	Sullivan.
Alex. Cummings,...	Middlefield,...	Otsego.	Richard H. Patchin,	Wawarsing,...	Ulster.
Jacob Chase, Jr.,...	Hoosick Falls,...	Rensselaer.	Myron H. Peck,....	Victor,.....	Ontario.
Joel B. Conklin,...	Sandlake,....	Rensselaer.	T. L. Remington,...	Hopkinton,...	St. L'ence
Rufus B. Cole,....	Fayette,....	Seneca.	Horace S. Rumsey,...	Big Flatt,....	Chemung.
Albert E. Crane,...	Urbana,.....	Steuben.	Duncan Robison,...	Princeton,...	Schenec'dy
Abial L. Cook,....	Castile,.....	Wyoming.	Joseph Requa,....	New-Paltz,...	Ulster.
Edward W. Chesebro,	Guilderland,...	Albany.	John M. Root,....	Fort Ann,....	Wash'gton
William G. Caw,....	Glenville,...	Schenec'dy	Abijah P. Slade,...	Westerlo,....	Albany.
Dennis B. Chapin,...	Bolivar,....	Allegany.	Martin M. Smith,...	Pike,.....	Allegany.
Charles Brown,....	Canaan,....	Columbia.	William Seism,....	Livingston,...	Columbia.
Warren Demun,...	Batavia,....	Genesee.	James H. Salisbury,	Homer,.....	Cortland.
Ithamar Daboll,...	New Baltimore,	Greene.	Euckland K. Seaman	Schroon,....	Essex.
William H. Doherty,	New-York,....	New-York.	Reuben R. Stetson,...	Bangor,.....	Franklin.
Abram Debaun,....	Clarkstown,...	Rockland.	Andrew J. Stevens,...	So. Columbia,...	Herkimer.
John Dunsback, Jr.,	Halfmoon,....	Saratoga.	George W. Stevens,...	Richfield,....	Otsego.
Joseph G. Denslow,	Yonkers,....	Westch'ter.	Nathaniel Smith,...	Providence,...	Saratoga.
James Divine,....	Ellenville,...	Ulster.	George W. Staunton,	Hornby,....	Steuben.
Darwin G. Eaton,...	Portland,....	Chautaque.	John F. Stoddard,...	Ellensville,...	Ulster.
Lorenzo J. Ellsworth	Lewiston,...	Niagara.	Edward C. Seymour,	Ithaca,.....	Tompkins.
Marvin Edgerton,...	Pompey,....	Onondaga.	Gilbert Thayer,...	Keeseville,...	Essex.
Jas. Lysander Enos,...	China,.....	Wyoming.	Edwin T. Tullar,...	Riga,.....	Monroe.
Isaac P. Frink,....	West Troy,...	Albany.	Francis A. Thayer,...	Rome,.....	Oneida.
Jas. La Roy Fay,...	Earlville,...	Madison.	Richard H. Uline,...	Sandlake,....	Rensselaer
Delos Fitch,.....	Exeter,....	Otsego.	Stephen P. Uline,...	Sandlake,....	Rensselaer
Jirah I. Foot,....	Saugerties,...	Ulster.	Benjamin G. Vincent	Washington,...	Dutchess.
Moses T. Graham,...	Sennett,....	Cayuga.	Jacob Van Loan,...	Athens,.....	Greene.
Charles Gale,....	Beekmantown,...	Clinton.	William Van Olinda,	Pinkney,....	Lewis.
Cyrenius C. Gunn,...	Lancaster,...	Erie.	Franklin Vose,....	Spencer,....	Tioga.
Daniel Galentine,...	Rush,.....	Monroe.	James D. Warner,...	Albany,.....	Albany.
Edward Giddings Jr.,	Lockport,....	Niagara.	James D. Willmarth,	Pitchee,....	Chenango.
Robert Graham,...	Jackson,....	Wash'ton.	John R. Webb,....	Brownville,...	Jefferson.
E. Dawson Granger,	Sodus,.....	Wayne.	William Watson,...	Rochester,...	Monroe.
William R. Hubbard,	Farmersville,...	Cattaraugus	Clark Woodworth,...	Gates,.....	Monroe.
Frederic L. Hanford,	Stamford,...	Delaware.	Horace Warner,....	Lima,.....	Livingston
John Hallenbeck,...	Mayfield,....	Fulton.	Justus F. Wetmore,...	Canajoharie,...	M'tgomery
Volney S. Hubbard,	Adams,.....	Jefferson.	C. L. Williams,....	LaFayette,...	Onondaga.
Joseph Halleck, Jr.,	Western,....	Oneida.	Thomas W. Watkins	Hamptonburgh,...	Orange.
Elijah Hubbell, Jr.,	Burlington,...	Otsego.	A. H. Wallwork,...	Hempstead,...	Queens.
Jeremiah Harden,...	Oswegatchie,...	St. L'ence	Joseph Weller,....	Genesee,....	Livingston
Lyman N. Ingalls,...	Cooperstown,...	Otsego.	James Wade,....	Trenton,....	Oneida.
Egbert B. Johnson,...	Union Vale,...	Dutchess.	Sumner C. Webb,...	Homer,.....	Cortland.
Clark Johnston,...	Glen's Falls,...	Wayne.			
Jeremiah Jenkins,...	Macedon,....	Warren.			
Samuel Jenkins,...	Queensbury,...	Warren.			
Beis W. Jencks,...	Crown Point,...	Essex.			
Charles Kendall,...	Westerlo,....	Albany.			
John N. Knapp,....	Victory,....	Cayuga.			
Erasmus D. Kingsley	Sardinia,....	Erie.			
Charles D. Lawrence	Scipio,.....	Cayuga.			

Males, 140

Females, 75

Total, 215

STATE NORMAL SCHOOL.

By an act of the legislature (see chap. 311, Laws of 1844,) an appropriation was made for the establishment and support of a "NORMAL SCHOOL for the instruction and practice of teachers of common schools in the science of education and in the art of teaching." In conformity with the law above referred to, this school was opened on the 18th day of December, 1844, in the city of Albany, under the direction and control of an executive committee, consisting of the Superintendent of Common Schools, by virtue of his office, and four other gentlemen appointed by the Regents of the University.

The executive committee have adopted the following :

REGULATIONS OF THE NORMAL SCHOOL.

I. The year shall be divided into two terms, as follows : the first term commencing on the second Wednesday of April in each year, and continuing twenty weeks. The second term commencing on the third Wednesday of October, and continuing twenty-one weeks.

II. All pupils intending to enter the Normal School at the next term, must join it during the first week of that term.

III. Hereafter an equal number of state and volunteer pupils will be received from each county ; and in case of the failure of any county to send its quota of pupils, the committee will, at their discretion, receive volunteers from other counties, until the number in the school, of state and volunteer pupils, shall be two hundred and fifty-six.

IV. During the summer term, there shall be two daily sessions, except on Saturdays, viz : from eight A. M. to twelve o'clock, and from three to five P. M. During the winter term, there shall be but one daily session, viz : from nine A. M. to two P. M. ; with such extra sessions in the afternoon for general exercises, as the Principal, subject to the approbation of the executive committee, shall judge necessary.

V. Since the branches required by law to be taught in all the common schools, viz. Reading, Orthography, Writing, Arithmetic, Geography and English Grammar are of primary importance, they shall receive in all cases primary attention in the Normal School ; nor shall the pupils be allowed to pass to the higher branches, till in the judgment of the teachers they are thoroughly prepared to do so. The instruction in these branches, as far as the nature of the subjects will admit, shall for the present be given by topics, allowing to the pupils any text-books to which they have been accustomed or may have access.

VI. Exercises in Drawing, Vocal Music and English Composition, shall be attended to by all the pupils throughout the whole course of study.

VII. Among the branches to be pursued, in addition to the above, are Physiology, History

of the United States, Natural Philosophy, Algebra, Geometry, Surveying, Application of Science to the Arts, Use of Globes, Intellectual and Moral Philosophy, with such other branches as the executive committee may from time to time direct.

VIII. The pupil's title to a recommendation or certificate as a well qualified teacher on leaving the school, shall depend on his moral character and literary attainments, and not on the length of time spent in the school ; though no pupil shall be entitled to such recommendation or certificate who shall not remain in the school one entire term ; and no certificate except one of full qualifications shall be given.

IX. Pupils in order to be admitted to the Normal School, must have attained to the age, if males, of eighteen years : if females, sixteen years.

X. STATE PUPILS are those who are selected by the county authorities, to attend the school ; and they will receive toward defraying the expense of their board, such a sum as the state of the funds will warrant. If any pupil, however, leaves the school before the close of the term upon which he has entered, except for a reason entirely satisfactory to the State Superintendent, he shall forfeit all claim to his allowance for board. This allowance, next term, will be 75 cents per week.

The county appointing power is vested in the board of supervisors, and if they are not, or *will not be in session*, during the vacation of the Normal School, then it is the duty of the county and town superintendents to fill all vacancies of state pupils.

State Pupils shall be admitted at the commencement of any term, on presenting a certificate of their having been selected to attend the school by the proper authorities of their respective counties.

[The following preamble and resolutions have also been adopted by the Executive Committee, respecting the continuance of pupils in the school.]

WHEREAS a question has arisen, as to the length of time the state pupils in the Normal School have a right to retain their place in said school :

WHEREAS, by a circular containing regulations, issued by the committee, bearing date Dec. 16th, 1844, it was announced, that the pupil's title to recommendation or certificate as a well qualified teacher, on leaving the school, shall depend on his moral character and literary attainments, and not on the length of time spent in the school, though no pupil shall be entitled to such certificate who shall not remain in the school one entire term, and no certificate except one of full qualifications shall be given :

AND WHEREAS it is desirable that the continuance of pupils in said school, to the exclusion of others, shall not be unnecessarily protracted, therefore

Resolved, That the committee will recognize, in the disposition of particular cases

which may arise, the following principles:

1. That pupils ought to be so well instructed before entering the Normal School, that two terms of training in said school, shall be sufficient to entitle them to a certificate of full qualification.

2. That where counties send as state pupils, persons not thus adequately prepared, a period longer than two terms will probably be necessary.

3. That it shall be the duty of the principal and teachers in the Normal School, to transmit to the executive committee at their last meeting, before the close of each term, the names of pupils who in their estimation are not likely to become competent teachers of common schools, that their connection with the Normal school may cease, and their places be supplied from their respective counties.

4. That the term of continuance in the Normal School, to which each pupil shall be entitled, is a question which the committee reserve for their exclusive decision; that the committee are anxious to expedite the passage of pupils through the school as rapidly as the public welfare will allow, and that in these measures an impartial regard will be had to the rights and interests of all the counties and all the teachers of the state.

XI. 1. All VOLUNTEER PUPILS shall, before they can be admitted, present satisfactory testimonials of their moral character, from a county or town superintendent, and be able to sustain, to the satisfaction of the principal, an examination in reading, spelling, writing, geography, arithmetic and English grammar.

2. Before admittance, they are expected to express their *intention* to remain in the school to prepare themselves to become teachers. They will receive instruction in all the branches taught, and will be furnished with the use of text-books, *gratis*. They will *not* receive anything towards paying for their board. If they complete the course of study in the school, they will graduate on the same terms as the state pupils.

3. As the volunteer pupils from any county cannot exceed the number of state pupils, such volunteers who may wish to attend the school, should first apply to the superintendents of their respective counties for information; and if there should be any vacancies at the time of such application, the said superintendent will grant a certificate to that effect, which will entitle such volunteer pupil to admission into the school, on the conditions specified in section one of this article.

XII. The internal regulations of the school shall be left to take their form and character from the circumstances as they arise; and such regulations as the teachers may hereafter suggest for the government of the school, shall be submitted to the executive committee for their approval, before they go into effect.

The summer term of this institution is now drawing to a close. In order that all concerned may act understandingly as to the next term, it has been thought proper to give a list of the vacancies so far as ascertained, which may be filled by the appointment of other pupils. (See page 103.)

A few further suggestions may also be made:

1. It is proper to remind the various superintendents, that it is very desirable they should act promptly in the selection of candidates for the next term, in order that those selected may have sufficient time to prepare themselves to leave home, and enter the school *at its opening* on the 15th of October. The success of the school has been seriously impeded heretofore, by the tardy entrance of a portion of the pupils.

2. It is of much consequence that those candidates should be chosen, other things being equal, who can be willing uninterruptedly to remain in the school long enough to make the attainment necessary to *thorough qualification*. It is of importance moreover that the candidates should in all cases possess a good knowledge of the rudimental branches of the common schools, so that the energies of this school shall not be wasted upon those matters which can be well acquired in every good district school.

3. As the office of the teacher is one of such vast importance and responsibility, it is earnestly hoped that the MORAL CHARACTER will not be underrated in the selection of pupils for this school; for nothing can be more revolting than the idea of educating at the public charge a *profane* or *impure* young man, and thus giving him a passport to the sanctuary of the youthful mind in the community, so that he may blast and corrupt!

4. The superintendents will bear in mind that the regulations of the school *limit the age* of candidates for admission, the minimum being for females *sixteen years*, for male *eighteen*. There will hereafter be no *deviation* from this regulation.

5. As full and sufficient information as to the next term, will now be seasonably in possession of all who are concerned in the matter, it is expected of all pupils that they shall enter the school on the first day of the term; and except for very extraordinary reasons *no pupil will be admitted after the 20th of October*.

6. The high order of talent, which generally characterizes the present pupils of the school, affords good promise that the profession of teaching may be benefited by their future labors. It should be borne in mind that no profession demands higher talent—that none suffers more when imbecility assumes to exercise it, than that of the teacher. It is therefore hoped the appointing officers, feeling their own responsibility in this matter, will select such talent as will secure to the state, a body of able men in this profession.

EXPERIMENTAL SCHOOL.

Preparations have also been made for the establishment in the same building of an **EXPERIMENTAL SCHOOL**. This school will consist of about forty pupils of various ages, from six years to sixteen, who will be instructed by the more advanced pupils in the Normal School, under the direction of a teacher appointed for the purpose, and subject to the supervision of the Principal. It is hoped here to afford an opportunity for the practical application of the principles of government and instruction inculcated in the Normal School, and that each Normal pupil will be thus enabled to become, to a considerable extent, acquainted with the detail of the business of teaching. The pupils of the Experimental School will be instructed free of charge. Applications for admission to this school should be made to the Secretary of the executive committee.

* * Nine of the more advanced pupils have been temporarily employed as assistants during the past term.

Board may be obtained in respectable families from \$1.50 to \$2.00 per week, exclusive of washing.

NORMAL SCHOOL.

As the establishment of a Normal School in this state is comparatively a new thing, and as many of those who visit it, as well as many others who do not, seem to have very unsettled ideas as to its object and its measures, it may not be amiss in this place, for those intimately concerned in its management, to express some of their own views in relation to it. They are the more inclined to do this, because they have found that a very large number of those who have visited the school, and not a few of those who have come to enter it as pupils, have done so without knowing beforehand what to expect as to the character of its exercises, or the ends aimed at by its teachers. Some evidently have come with a vague idea that their eyes would be constantly greeted with *novelties*—things before unheard of, at least on this side of the great water, things glaring and showy, but very likely of doubtful utility. Others have supposed it might be a sort of *university*, in which all the abstruse sciences would be taught, and where the heads of the pupils would be filled with "high notions" of the "higher branches" very much to the neglect of those usually taught in the common schools. Others still, have fancied they should find something of a *foreign aspect*—something copied from Prussia or Germany—entirely unsuited to the republican simplicity of our growing population—something well enough suited to a despotic government abroad, but entirely uncongenial with our own democratic institutions. Not a few have believed they should discover a disposition among the teachers to "shine

out" in questionable *theories*, phantoms that would vanish as they were approached, or like the *ignis fatuus*, lead those who would turn aside to follow them into some doleful ditch, more to be dreaded than Bunyan's "slough of despond!"

To all those who have had any such expectations, or who may still entertain them, it may not be amiss to say that *such expectations may not be realized*. The prominent teachers of this school are not men who have enjoyed a *hot-bed* growth in their profession; men inflated with ideas imbibed from hasty and scanty induction, which the next day's experience may prove false. They began their course in the humblest district schools, and gradually found their way—not without some toil—to positions in schools of more advancement. They have had a full share of that experience which demonstrates that scholars are not made in a day; and they think they have had evidence that there is no *patent* method, by which a man without diligence, earnestness, perseverance, and a *soul full of his work*, can ever succeed in keeping a good school. They are so far conservative as to believe that thorough scholarship in the *common branches* is of essential service to the schoolmaster; and while they would not reject any real improvement, they would not embrace every educational novelty without at least applying to it the safe test of experience. Bred in the love of our own republican institutions, they have little disposition to transplant from the old world those peculiarities which befit only a people who have not learned to be free; yet they are neither too bigoted or self-conceited to copy those real improvements, wherever they have been made, which are as valuable on American as European shores.

Without attempting, then, to copy any European or other model, they have endeavored to organize and carry into operation a system of measures, neither inconsistent with the teachings of their own best experience nor the dictates of common sense. Indeed, common sense and a supposed knowledge of the wants of the American people have been their guides in this arduous undertaking. In other words, they have aimed to establish an American school, suited to American institutions; and, as far as their own views were just, to avoid all those extravagancies and impracticabilities which may ever justly disgust an American people.

They believe that the profession of the teacher is one of the utmost importance, and they also know it has often been but poorly exercised. Many—*too many*—have entered this profession with the most inadequate ideas of an education, and with the most defective qualifications for ministering at its sacred altars. Not knowing *what* they attempted to teach, nor *how* to teach it, they have sadly marred and defaced the "handiwork of God," and probably have deserved even less consideration and reward from the community—

scanty as these have been—than they have received. They believe, moreover, the profession can be, and ought to be, elevated. They think the number is increasing, of those who know better their duties as teachers, and who perform them more in the true spirit of true educators. They think this progress can be accelerated, by some direct training to this very point. They by no means undervalue the other instrumentalities in operation toward this great end. They most cordially bid them all, "God speed." It is their aim to carry forward, as far and as fast as may be, all practicable improvement. This they conceive will be best accomplished by dwelling carefully upon the *what* is to be taught, aiming at the greatest thoroughness even in little and common things. They are so old fashioned as to believe that good reading and spelling, and a thorough knowledge of the other *common* branches, are quite as important for the teacher as those more showy, but not more useful accomplishments, which are often sought at the expense and even neglect of these. They would not undervalue, indeed, the higher branches; but would cheerfully aid the pupil in their attainment as soon as the more essential are acquired. These remarks are intended to explain the reason to those who have sometimes appeared astonished that things so common as these were a part of the exercises of the school, why they were thus dwelt upon.

It is of some moment also, that teachers should know *how* as well as *what* to teach. It has not, therefore, been thought a waste of time, that some portion of it has been devoted to the cultivation of "*aptness to teach*." They believe that, low as the amount of attainment has been, among teachers, there have been ten who knew more than they could impart, where there has been one who could impart all he knew. The learning, after all, has been better than the teaching: the *science* of educating has been in advance of the *art*. They have considered it, then, no unimportant part of their duty, to cultivate, as far as they could, the art of imparting knowledge.

To this end, as one of the means, the *EXPERIMENTAL SCHOOL* has been established, in which the more advanced Normal pupils have had an opportunity to exercise the *art of teaching*. It may not be improper to state, that it never has been proposed to make the *Experimental School* a perfect "*model school*," as some have seemed to expect they should find it. A somewhat frequent change of teachers would, from the nature of the case, preclude this. It has been hoped that the school could be respectably taught, while it would afford an opportunity for the Normal pupils to show their peculiar excellencies or their peculiar defects; and at the same time to make those improvements in their own modes which an experienced eye could point out. Under these circumstances, none should expect a perfect *model* either of order or of

excellence, while the school should have, notwithstanding, answered its design, and at the same time have given general satisfaction to the parents of those in attendance.

While, then, it is not claimed for the State Normal School that any thing *very new*—any thing *very imposing*—or any thing *very theoretical*, has been attempted—it is still hoped something has been done in a quiet way to render knowledge more accurate and thorough, and something to improve the facility and aptness of the pupils to teach. It is hoped that, without any attempt to fill their minds with extravagancies and "*schemes from Utopia*," something has been done to deepen their convictions of the importance of their work, and to infuse into them a determination to use every exertion to be useful, and, if possible, successful in their profession. It is also hoped, that, partly by unobtrusive example, partly by direct precept and advice contained in the courses of lectures given on the various duties and relations of the teacher, and partly by the limited practice in teaching already alluded to—something has been done to supply for the young teacher that defect of experience, which often renders his first labors very irksome to himself and unprofitable to his pupils.

As to the future, little except the best endeavor is to be promised. If any still expect that success will be found only by departing from known paths in search of untried and questionable novelties, such expectations may very likely be disappointed. Success will come—if it come at all—through other means. But if an adherence to the *dictates of common sense* and the *teachings of experience* can promise any thing, then the promise is cheerfully given.

NORMAL SCHOOL.

PROGRESS OF THE PRINCIPLE IN THIS STATE.

Twenty years have now nearly elapsed, since DEWITT CLINTON, then governor of this state, first directed the attention of the legislature, at its session in the winter of 1826, to the importance of specially educating teachers of the common schools, for the intelligent and faithful performance of the duties incumbent upon them. "The vocation of a teacher," observed that great and good man, "in its influence on the character and destinies of the rising and all future generations, has either not been fully understood or duly estimated. It is, or ought to be, ranked among the *learned professions*. With a full admission of the merits of several who now officiate in that capacity, still it must be conceded that the information of many of the instructors of our common schools does not extend beyond rudimental education; that our expanding population requires constant accessions to their number; and that to realize these views, it is necessary that some

new plan for obtaining able teachers, should be devised. I therefore recommend a SEMINARY FOR THE EDUCATION OF TEACHERS," &c., &c. The committee to whom this portion of the message was referred, through their chairman, the Hon. JOHN C. SPENCER, submitted an elaborate and able report, concurring fully in the views of the Governor, with reference to the vital importance of a specific preparation of teachers; but insisting that this should be accomplished through the medium of the higher institutions of learning scattered throughout the state—the colleges and academies. "If they do not answer this purpose," observes Mr. SPENCER, "they can be of very little use." The report concludes with the admission "that the establishment of a separate institution for the sole purpose of preparing teachers, would be a most valuable auxiliary." And the committee, although unprepared to recommend the immediate adoption of such a measure, "fondly anticipate the time when the means of the state will be commensurate with the public spirit of its legislature, and when such an institution will be founded on a scale equal to our wants and our resources."

In 1827, Gov. CLINTON renewed his recommendation on this head, and eloquently urged upon the legislature the establishment of a central school, for the education of teachers, *in each of the counties of the state*. Mr. SPENCER, from the literature committee of the senate, submitted another masterly report, in which he again insists upon the competency, not only, but the duty, of the academies and colleges, and especially the former, to meet this imperative demand on the part of the several school districts, for competent and well qualified teachers. "Having undertaken a system of public instruction," says this admirable document, "it is the solemn duty of the legislature to make that system as perfect as possible. We have no right to trifle with the funds of our constituents, by applying them in a mode which fails to attain the intended object. *Competent teachers of common schools must be provided*; the academies of the state furnish the means of making that provision. There are funds which may be safely and properly applied to that object; and if there were none, a more just, patriotic, and in its true sense, popular reason for taxation, cannot be urged. Let us aid the efforts of meritorious citizens who have devoted large portions of their means to the rearing of academies; let us reward them, by giving success to their efforts; let us sustain seminaries that are falling into decay; let us revive the drooping, and animate the prosperous, by the cheering rays of public beneficence; and thus let us provide nurseries for the education of our children, and for the instruction of teachers, who will expand and widen and deepen the great stream of education, until it shall reach our remotest borders, and prepare

our posterity for the maintenance of the glory and prosperity of their country." In pursuance of the policy thus indicated, the portion of the literature fund applicable to the support of academies, was augmented by the appropriation of \$150,000, for the express purpose, and with the sole view of enabling them to promote the special education of teachers of the common schools. In their annual report for the succeeding year, the Regents of the University, alluding to this appropriation, observe, "the academies have become, in the opinion of the Regents, what it has been always desirable they should be, fit seminaries for imparting instruction in the higher branches of English education, and especially for *qualifying teachers of common schools*." In 1834, this appropriation was augmented by the addition of \$12,000, to be annually distributed, at the discretion of the Regents, to such academies as they might select, and to be *exclusively expended in the education of teachers for the common schools*. Under the recommendation of Gen. DIX, then superintendent of common schools, one academy in each of the eight senate districts in the state, was designated for this purpose, and furnished with necessary apparatus. In 1841, the number of these institutions was trebled; and Prof. PORTER, who, under the direction of the department, visited the greater part of these institutions in operation, concluded his report with the following remark: "I would suggest whether some means might not be adopted for training a class of teachers with more especial reference to country common schools, and to primary schools in villages and cities—teachers whose attainments should not extend much beyond the common English branches, but whose minds should be awakened by proper influences—who should be made familiar by practice, with the best modes of teaching, and who should come under strong obligations to teach for at least two or three years. In Prussia and France, Normal schools are supported at the public expense: most of the pupils receive both board and tuition gratuitously: but at the close of the course, they give bonds to refund the whole amount received, unless they teach under the direction of the government, for a certain number of years. That such schools, devoted exclusively to the preparation of teachers, have some advantages over any other method, is sufficiently apparent from the experience of other nations: and it has occurred to me that, as supplementary to our present system, the establishment of one in this state might be eminently useful. If placed under proper auspices, and located near the capital, where it could enjoy the supervision of the superintendent of common schools, and be visited by the members of the legislature, it might contribute, in many ways, to raise the tone of instruction throughout the state."

In January, 1843, Col. YOUNG, then superintendent of common schools, in his annual

report to the legislature, recommended the reduction of the academical departments for the education of teachers of common schools to four, and the appropriation of a sufficient annual sum to establish and maintain a Normal School at the seat of government. This recommendation was renewed and strongly urged in his annual report for the succeeding year; and on the 22d of March, 1844, the Hon. CALVIN T. HULBURD, from the literature committee of the assembly, submitted an elaborate and powerful report, in reference mainly to this particular subject—in which, after a full and masterly exposition of our entire system of public instruction, a comprehensive survey of the progress and present position of other countries, particularly Germany, Prussia, France, Holland and England, in this respect, a clear and concise history of the origin, progress and present advancement of the system of Normal Schools in Europe and this country, and a full and particular description of the Massachusetts Normal Schools, which he had personally visited and thoroughly inspected, the conclusion was reached that a similar institution, suitably endowed, should be established in this state, at the seat of government; and a bill, introduced for that purpose, although at the outset strenuously opposed, ultimately received the unanimous sanction of the legislature.

To DE WITT CLINTON, then, belongs the imperishable honor of having first, in his official capacity as chief magistrate, recommended the establishment of a state seminary for the education of teachers of common schools: to his successors in office, and to the successive occupants of the Department of Public Instruction, including Mr. FLAGG, Gen. DIX and JOHN C. SPENCER, that of earnest and unintermitted exertions to engraft the Normal principle upon the academies of the state: and to ALONZO POTTER, SAMUEL YOUNG, CALVIN T. HULBURD, and the LEGISLATURE of 1844, that of introducing and carrying into practical effect this great principle, in the establishment and munificent endowment of an institution, capable, under its present excellent management and administration, of amply realizing the highest expectations of the friends of UNIVERSAL EDUCATION.

To the REGENTS of the UNIVERSITY, and the gentlemen composing the EXECUTIVE COMMITTEE, to whom were entrusted the arduous and responsible task of organizing and putting into effective operation, this important experimental institution, the highest credit is due for an enlightened comprehension of the great interests at stake, unwearied industry and devotion in carrying out the designs of the legislature, and constant and thorough supervision of the institution in all its departments. To the present able and indefatigable head of the Department of Public Instruction, the Hon. NATHANIEL S. BENTON, no greater meed of praise can be awarded than

to say, that in all that relates to the advancement, prosperity and ultimate success of this noble undertaking, he has hitherto faithfully devoted his abilities and energies not only to the realization of the great conceptions of his predecessors in office, but to the extension and improvement in every practicable mode of the magnificent system of which he was an early and efficient promoter. R.

STATE NORMAL SCHOOL AND TEACHERS' INSTITUTES.

Among the most gratifying evidences of progressive and thorough education are the "dull notices" on the first page of this Journal. Rightly considered, that page is one of the most interesting in the educational history of the country, and no thoughtful mind can turn from its examination without encouragement and thankfulness. This may seem extravagance, but it is saying less than the truth would authorize.

These "notices" indicate the nature and progress of that educational reform, which, of all reforms, is the only one that begins at the beginning in the great work of ameliorating the condition of man. They also indicate the relations which the Normal School and the Teachers' Institute bear to each other; and their harmonious and salutary co-operation in supplying the greatest want of civil society—the want of competent instructors of its youth. In other countries the Normal School has been the sole reliance. France, acting on the maxim "as is the teacher so is the school," has established seventy-six Normal Schools; Prussia, forty-five; Holland two; England, two large and several smaller schools; and every other European state, excepting Italy, Portugal, Spain and Turkey, has opened seminaries for the training of teachers. In this country, Normal Schools have been recommended in Pennsylvania, Ohio, Michigan, New-Jersey, Connecticut and South Carolina, and established in Massachusetts and New-York.

But New-York called another powerful auxiliary into the field, whose usefulness has been tested and approved, and whose aid has already been invoked in other states of the Union—we mean the Teachers' Institute.

The County Superintendent of Tompkins, J. S. Denman, Esq., in his annual report for 1844, says that

"Deeming the qualification of teachers one of the most essential requisites to the improvement of common schools, and having observed the fruitless efforts to reach the mass of teachers through the medium of normal schools, teachers' departments, &c., I presented, on the twenty-first day of October, 1843, to

"The Tompkins County Teachers' Association," then convened at this place, a series of resolutions, setting forth the necessity of united and efficient action on the part of teachers, to elevate their profession, and the standard of a common school education; and calling on them to establish in this county a Teachers' Institute, where all the teachers in the county might meet semi-annually and spend from two to four weeks in receiving instruction from efficient instructors, listening to lectures from scientific men, discussing various plans for the improvement of schools, and thereby bringing mind in contact with mind; and finally, having adopted a uniform, and the most approved course of instruction, and modes of teaching, with one accord to carry them into all the schools of the county.

"The first Teacher's Institute in the State, and probably in the world, was opened at this place on the fourth day of April, 1843, under the management of the county superintendent, who had employed as instructors, the Hon. Salem Town, Rev. David Powell and Prof. James Thompson, men of profound erudition, and eminent ability. Twenty-eight teachers were in attendance, and received instruction daily for a term of two weeks in the best modes of governing and teaching the various common branches, (which necessarily included a critical review of those branches,) and were instructed in the analysis of the English language, vocal music, and other branches not heretofore usually taught in common schools. At the close of the term, they left the institute highly pleased and much benefited; and I am happy to say, having subsequently visited schools taught by several of the members of the institute, that the most approved methods of teaching adopted and recommended at the institute, have been successfully introduced in most of the schools taught by those who were members; and having previously visited schools taught by teachers who attended the institute, and whose schools I have subsequently visited, it gives me great pleasure to be able to state, that their schools during the past summer have been conducted from fifty to one hundred per cent better than formerly."

F. B. Sprague, Esq., County Superintendent of Fulton, in his report of the same year, says,

"The first normal school in this county, and I believe the first of the kind in the State, was established at Kingsboro' one year ago last September, and continued eight weeks, a report of which was made to the Department and published. The effects produced by that first and unaided effort to improve the teachers of this county, were good, and many of our schools are now reaping the benefits of it. I think I shall be safe in saying that three-fourths, if not more, of those who attended that normal school, taught better district schools the succeeding term by fifty per cent, than they taught the year before.

"I discovered a great change in the teachers. They appeared to have more life and animation than formerly, and the scholars seemed to be imbued with the same spirit, and teachers and scholars appeared to have discovered this important truth, that teaching had something to do with the powers of the mind. I noticed that the scholars manifested a deeper interest in the exercises than formerly, and as might be expected, loved the school-room better. We held another term of eight weeks last spring, with like results, and another of eight weeks the past fall, with still better results, and so far as I have visited the schools of those teachers who attended the last fall term of the normal school, I must say that their schools are one hundred per cent better in every respect than were the schools on an average two years ago."

These Institutes were opened in 1843. In 1844 there were nineteen in successful operation, and more than fifteen hundred teachers took part in their exercises, and during the present year more than double that number of institutes will give their powerful aid to the cause of education. So cordially have teachers and school officers co-operated in the work of self-improvement, and so successful has proved this great innovation on the usages of the old routine system of administration.

This year a new element enters into combination with the agencies of the institute, which will greatly increase its efficiency and usefulness. The State Normal School, although less than a year in operation, is already beginning to repay the debt she owes to the counties, by sending back the pupil-teacher to take part in the exercises of the institute as the assistant of his old instructors. In this manner whatever is valuable in the methods or training of the Normal School, will be widely and rapidly diffused, and the seeds of improvement scattered broadcast throughout the state. The great want of the institutes is competent educators, to co-operate with the county superintendents. Opening nearly at the same time for the spring and autumn sessions, in so many different counties, there are necessarily so many simultaneous calls on the able and devoted missionaries of education now in the field, that it is sometimes almost impracticable to organize these teachers' schools. The Normal School will gradually obviate this difficulty, by sending out numerous teachers, worthy of the confidence of their respective counties, who will assist the managers of the institutes, and in this manner multiply a thousand fold the benefits of that instruction they have received from the state.

On the other hand, the institutes will supply the Normal School with pupils, already so far advanced in education, and so generously devoted to its cause, that they will soon pass successfully through the higher courses of instruction, and be qualified to become efficient co-workers with the school officers and educators, in the various departments of educational improvement.

In this manner will the State Normal School and County Institutes sustain and promote the great interests of society; co-operating most beneficially, in enkindling a warmer zeal, in diffusing greater interest, and in enlisting more numerous champions in the cause of universal education.

SHOULD THE OFFICE OF STATE SUPERINTENDENT BE SEPARATED FROM THAT OF SECRETARY OF STATE?

MR. DWIGHT:

I would ask the attention of the public to an opinion, plausible in itself, and recently sanctioned by high authority, but which should be carefully considered before it is assumed to be a firm position on which to rest the lever of reform. I refer to the following extract from the speech of Mr. Barnard, of Connecticut, at the Superintendents' Convention:

"The benefit of having a state department for the harmonious working of a system, ex-

tending through so many towns and districts, and for the collecting and dissemination of information on the whole subject of schools and the school system, for the guidance of local officers, and the wise action of the legislature, has been demonstrated from the first organization of your school system; and to this one feature more than to all others is the continued success of your system owing; while in so many other states, all legislation on the subject of schools has been almost a complete failure; and yet the laws of those states read as well, and seem as wisely framed;—but on looking closer into them it is found there is no state department or officer entrusted with their administration. *It would be better if the school department of every state was disconnected from every other department of the government.*"

The Teachers' Convention, at its recent session at Syracuse, unanimously "resolved" the same sentiment.

There is reason to distrust the soundness of this doctrine, and had Mr. Barnard carefully weighed the argument urged by himself in its support, he must have seen its insufficiency to maintain the conclusion he has deduced from it. For it is not true, that legislation has proved almost a "complete failure," in those states not having a separate "department or officer," unless the school legislation of Maine or Vermont is a complete failure, as compared with Missouri and Kentucky. Nor, if experience is any authority on this question, is it true that the efficiency of a school system is greater where the officer entrusted with its administration is not charged with other official duties.

Ohio, Pennsylvania, Kentucky, Missouri, Tennessee, and Michigan, have each had such a State Superintendent, unoccupied by other official duties, and able to give his whole influence to the cause of education. And what has been the result in those states? Have their systems been distinguished for their efficiency? Have exposed and latent evils found their correctives in necessary and desired legislation? Look at the reports of the State Superintendent of Pennsylvania, of Michigan, and of Ohio, in former years, and see how eloquently those officers portrayed existing evils, and how earnestly but *unavailingly* they asked for appropriate legal remedies. Nor can it be said that these officers were not men of ability and prominence. The present Governor of Pennsylvania was formerly the superintendent of its school system. Lewis was the distinguished superintendent of the schools of Ohio, and Sawyer of Michigan. Men known and honored in their several States, and admirably fitted for the peculiar difficulties of their high office.

It cannot be urged, therefore, that there has been a want of ability or zeal, in those who administered these different systems, and yet it will be arrogating nothing, to claim for

New-York more progress in education, and greater efficiency in the administration of the schools. During the last five years, on the recommendation of successive superintendents, great organic changes have been made in her school system, which, after full trial, have been sanctioned by public opinion, and are now proudly claimed to be among the most important and most honorable acts of New-York legislation. These amendments of our system have been referred to, with high commendation in every part of the Union, and the system of supervision, which was the first and the greatest, has been recommended for adoption in eight of the sister states, by the Manns and the Barnards of our country.

But this cardinal measure of reform could never have been adopted, or happily, if adopted, could not have survived that fiery trial which awaits innovations on long established institutions, if the "school department had been disconnected from every other department of the government." Nor can the superintendents of other states bring forward their measures of reform with as much prospect of success, because their offices are so "disconnected."

The reason is obvious. These State Superintendents have no political influence, no place, and little weight in the cabinets of their several State Governments, and their recommendations not being backed by the power of organized public opinion, is almost powerless. The officer at the head of the department of public instruction, when standing in this isolated position, as in Pennsylvania or Kentucky, and deriving no strength from any associated office, because "disconnected" from all, is, for this very reason, unable to give that prominence to the cause of education in the councils of the state, which of right belongs to the most important interest of civil society.

Does any one believe that the great reform of 1841, or the hardly less important and certainly more hazardous amendments of 1843 and 1844, could have been made, or if made, maintained, had not the State Superintendent possessed influence from his position as one of those great functionaries who guide the car of state? But these amendments established that system of supervision, which has not only received the sanction of public opinion in this state, but to which New-England points as the measure which has made our system even more efficient than her own time-honored school organizations.

It is to be regretted that there is not a higher, purer and more powerful influence, on which a faithful officer can rely; but so long as the importance of thorough and universal education is not more deeply and more widely felt, by those immediately interested in the administration of the system—so long is it necessary that a State Superintendent should have that official position, which will give to

the measures of the department, the implied sanction and support of the existing government. Then no measure will be lightly or rashly recommended, and once brought forward, it will be sure of a thorough scrutiny. It is for society as it is, that wise men will legislate, though Utopians may dissent, and it will be slow to abandon that which can only be assailed on theory, when that theory has been already shaken if not disproved, by experience.

Were there any evils that could be traced to this union of the offices of Secretary of State and superintendent, which would counterbalance the greater weight which has thus been given to the head of the school department, this question would be one of much difficulty; but no such evil has existed. The keen eye of party enmity has watched with jealousy every successive incumbent, but no reason even for suspicion has ever been detected; on the contrary, the wise and impartial administration of the department has enforced the applause of political rivals and secured the undivided approbation of the people.

Let us remember the maxim, that the theoretical *better* is ever the enemy of the practical *well*, and be content to let well alone.

Utica, August 7.

A TEACHER.

TEACHERS' CONVENTION.

This convention assembled at Syracuse, on the 30th of July. About two hundred teachers, from thirty-one different counties, were present.

J. W. Buckley of Albany, was chosen President; Messrs. Barnes of Monroe, Scram of Onondaga, McGee of New-York, and Earl of Allegany, Vice-Presidents; and Messrs. Morris of New-York, and Wright of Livingston, Secretaries.

Mr. Valentine of Albany, from the business committee, reported that the following be embraced in the range of business of the convention:

That committees be raised to report to the convention—

- On town and county superintendents;
- Examination of teachers;
- The use of the Bible;
- School discipline;
- Educational fallacies;
- Teachers' periodical;
- Expenses of the convention;
- Teachers' institutes;
- Educational incentives.

Addresses were delivered by C. W. Anthony Esq. of Albany, on school discipline; by Prof. Dewey of Rochester, on the New-York school system; by Prof. North of Hamilton College, on "the means necessary to elevate the teacher's profession;" and by Frederick Emerson, Esq. of Boston, on the influence of mere theorists on education, and the true position of the teacher.

Reports were made on the various subjects assigned to the several committees. That of Mr. Valentine of Albany, on county and town superintendents, excited considerable discussion—was recommitted, amended and adopted.

Mr. Osborn of Oneida, offered the following resolution:

Resolved, That in the opinion of this convention, the system of supervision established by the legislature, requires the hearty co-operation of the entire community to accomplish what was designed.

Mr. Shepard of Delhi, warmly responded to the sentiments of this resolution.

Mr. Woolworth expressed his approval of the present system.

The resolution was adopted unanimously.

Mr. McElligott of New-York, from the committee on the use of the Bible in schools, reported, recommending the reading a portion of the Holy Scriptures at the opening of schools in the morning; in support of which, a most thrilling and eloquent extract from a report by Col. Wm. L. Stone, was quoted. It was accompanied by a resolution in accordance with its recommendations.

Mr. Freeman of Albany, from the committee on examination of teachers, reported. He insisted upon the right of government to insist upon the examination of teachers. That the examination should be conducted by professional teachers. Report accepted.

Mr. Bennet of Livingston, made a minority report. [The majority report advocated a system of examining, licensing, silencing and expulsion, similar to that of the law profession—the minority oppose this policy.]

EVENING SESSION—SECOND DAY.

The majority and minority reports on the examination of teachers, were taken up. The motion being upon the adoption of both reports.

Mr. Hawley was in favor of annual examinations, for the reason that the science and art of teaching were constantly advancing; because teachers were often changing their place of residence; it puts no mark of degradation upon him, if he sustains himself at each examination.

Mr. Woolworth was strongly in favor of inspection by the county superintendents. We could not adopt *both* reports, as they were opposed to each other.

Mr. Barnes withdrew the motion to adopt both reports.

The majority report was thereupon laid upon the table 18 to 10.

On motion, the whole subject was laid on the table—the minority report having, during the discussion, disappeared.

Mr. Cooper of Westchester, from the committee on a teacher's periodical, reported—disclaimed all hostile or rival feeling to any educational journal; regarded a journal devoted to the improvement of teachers, and calculated to secure the efficient co-operation

of parents, demanded; recommends a weekly paper, not less than twenty eight columns, and that it be independent of official support, and political influence; concluded with resolutions recommending a *State Association*, and that a committee of three be raised to superintend the establishment of a journal.

Mr. Cooper of Westchester, reported a constitution for an association, to be styled, "*The Teacher's Association of the State of New-York.*"

The several articles were gone through with, and adopted.

Mr. Hall of Monroe made a report upon the question of an editor for a teachers' journal—recommended Mr. Edward Cooper of Westchester, and paid a high tribute to his talents and character. It also recommended Syracuse as the place of publication, and that Mr. L. W. Hall be the publisher.

The report was unanimously adopted.

Mr. Cooper expressed his gratitude to the convention for the honor bestowed upon him, and the high confidence expressed; and pledged his best efforts to discharge, to the satisfaction of all, the high and delicate responsibilities imposed upon him.

Mr. McCall, from the committee on "educational fallacies," made a report—which, an anomaly in all conventions we have ever heard or read of, was "done up" in rhyme! In it, many absurdities, or "fallacies," which have been developed in the advancement of new ideas in education, were hit off with a good deal of point.

The report on educational fallacies was laid on the table—20 to 9. Adjourned.

AN INTERLUDE—CORPORAL PUNISHMENT.

At this stage of the proceedings, Mr. Burnett offered a resolution, that the sentiments put forth by Mr. Anthony, were *not* approved by this convention. Mr. Anthony begged to say that he regarded the resolution as in no way properly before the convention, and as an insult to himself; that he had been invited to lecture before that body—that he had discharged his duty as to him seemed fitting and proper, and that he alone was responsible for what he had uttered; and that if the matter was still to be pursued, he, for one, should be disposed to show fight. The resolution was briefly discussed by several gentlemen, during which time, Mr. Valentine moved to amend by striking the word "*not*" from the resolution: and, finally, after one or two unsuccessful motions to that effect, the resolution was laid upon the table, as a matter without the range of the duties of the convention.

Mr. Barnes thereupon offered a resolution involving the question of corporal punishment in schools; the object of which, as understood by the reporter, was to afford the Rev. Mr. May an opportunity to express his views upon the subject, in accordance with a previous decision of the convention. Mr. M.

addressed the convention as follows—(we quote the gentleman's own report:)

Mr. May said—I have been pained, sir, by the frequent sneers that have been thrown out, during the session of this convention, against those who are called "moral suasionists." They have been ungenerous—unjust. I have observed, sir, that all those who have spoken in defence of corporal punishment, have quoted Solomon, seeming to forget that there is an infinitely wiser One than Solomon, to whom we should look for guidance. I have observed that all those on that side of the question, have made no allusion to the language which the founder of the christian religion used, respecting children—"Suffer little children to come unto me, for of such is the kingdom of Heaven." "Except ye be converted, and become as little children, ye cannot enter into the kingdom of Heaven."

Now, from the manner in which Jesus Christ has spoken of children, and from the instructions he gave respecting the treatment of the evil and the violent, some persons, who are called moral suasionists, have been led to believe, that all mischievous and ill disposed persons, especially children, might be overcome, subdued, reformed, by kindness, without the use of violence. We have seen and rejoiced over the great and happy change that has taken place in the management of all classes of persons, the inmates of jails, penitentiaries, and insane asylums. It has been supposed, if the view Jesus had of the nature of children were correct, that it would be still safer and better to treat them kindly—even the refractory. The moral suasionists have been led to hope and believe this, all the more from the evil effects which have followed from the use and abuse of the rod. Were there time, I would adduce too many instances of gross misuse of the rod; instances of cruelty.

But the question between the defenders of corporal punishment, and the moral suasionists, is not whether there should be government or no government, in the schools—but whether the government of schools shall be secured and maintained by love or fear—by the spirit of kindness or violence? All persons that I have ever heard speak on the subject, have insisted that order, subordination, must be had in schools; and I have known some of the best conducted schools, to be those in which there was no corporal punishment at all. By presenting such examples, and urging such considerations as the case has suggested, the moral suasionists have sought to awaken in the hearts of the teachers, confidence in the power of love. But I do not know a single person, prominent among those who are urging improvement in the plans of education, who has insisted upon the entire disuse of the rod, under every circumstance, and in all cases. We discountenance it, however—we discourage it—but we do not positively prohibit it. We say, we think children may

be governed without it. If teachers will go into their schools in the spirit of Christ, rather than of Solomon, we believe they will find no need of the rod.

Mr. Cobb of New-York was in favor of the least possible use of the rod, but would not take it from the hands of the teacher.

Mr. McElligott would repel the insinuation or assertion, that the use of the rod arose from the absence of the spirit of the Christian in the teacher. The scriptures tell us that "GOD IS LOVE!" yet the use of the rod, by human parents and teachers, when necessary, accorded with the government of the Supreme Being. He was in favor of having it distinctly understood, that the rod was in the hands of the teacher: the times and the manner of using it, must of necessity rest in the discretion of every individual teacher.

Mr. May did not wish to be understood as saying that no Christian could make use of the rod. Such was not his opinion. He knew of no person of prominence as a school reformer, who maintained the opinion that the rod should be taken out of the hands of the teacher.

After some further remarks by Mr. Henry, the resolution was withdrawn.

On motion of Mr. Parsons, a resolution commendatory of the District School Journal—recommending its cordial support, and expressing confidence in Mr. Dwight, its editor, was unanimously adopted.

We have thus presented a few of the details of this convention. In the Teachers' Journal, we expect to find a full account of the resolutions adopted, of the several reports and of the various addresses, from which we hope to draw freely for our next number.

ADDRESS OF MRS. EMMA WILLARD,

To the Gentlemen composing the Convention of County and Town Superintendents of Common Schools for the State of New-York, read to them by her at the house of L. H. Redfield, Esq., where she was a guest.

GENTLEMEN:—The education of the rising by the risen generation, is every where and at all times a first duty. But at this period, and in this country, it acquires peculiar importance. To our nation the lot falls to try a great political experiment, not for ourselves only, but for mankind at large; and its success or failure rests with the common schools of our Republic.

New-York is, in several respects, the leading state of the Union; and such are her resources, that it is in the power of the state organization, which you, Gentlemen, represent, to make her the leading state in common school education. Think, then, how important is your position, and how deep your responsibilities to God and man.

And your position is not only important,

but it is peculiar. As joint superintendents of the common schools of a state, you stand where no other body of men, in past or present time, ever stood. No ancient nation, whose political arrangements at all resembled ours, ever thought of perpetuating them, by rearing up the community of children to intelligence and virtue. The Spartans, however, demonstrated the force of education in perpetuating institutions, even though absurd and unnatural. Coming down to the ages of past modern history, Switzerland is the only nation with whose government ours bears any comparison; but Switzerland being in that part of the world where the feudal system took its rise, differs from our country in the very elementary principles of society—aristocracy prevailing there, and democracy here. For similar reasons your situation differs widely from that of the present educators of Europe—too widely for their course to be a guide to yours. The nearest approach to your position is found in that of the state secretaries, such as my honored compatriot, Mr. Barnard, present at this convention, and now superintendent of the common schools of Rhode Island. But each of these pursues a solitary and undivided struggle with the indifference, disorder, and error which must be overcome; whereas, you have the strength and advantages which result from union. You can meet as now to consult, and each be benefited by the experience of the other; and agreeing on common measures, you can move forward in united force. The Secretary of State, your paternal head, is a man whose character inspires the confidence, that in him, you may find what you need—a centre to your system, from which you may derive light to guide—warmth to vivify—and gravitation to connect your common movement. And you have, too, still in life, a District School Journal, conducted by a fearless and enlightened chronicler. From what the Superintendent of Rhode Island said yesterday, you perceive how disheartening is his task. Let every friend of education feel the duty of sustaining him. Moses could not pray, unless Aaron held up his hands. Let us not be discouraged by the fall of other journals, but rather let us say, 'New-York can and must support a Common School Journal.'

But to return from this digression. You see, then, Gentlemen, how important is your position, and how peculiar. There are no other American educators situated in all respects like yourselves. You cannot obtain clear light to guide your course from those of Europe, because the source from which you derive your power, and the rocks from which you are in danger of wreck, are different. Your power comes from an opinion in the majority of the people, that such an organization will be useful to a cause which is dear to them,—that of their own schools; and in order to sustain it (for its life depends not on the will of any monarch or minister of state) you

must serve and please the people. You must move on; but you must not, in leading, advance so fast but that you keep the people with you.

Methinks that some of you at this moment wear almost the brow of perplexity. "We must move. If we stand still in education, where so much depends, we shall meet the taunts, that we do no good. This is certain destruction—and we must *please and satisfy* the people, as well as do them service; and all this without any chart by which to guide our course." Yes—but like the great discoverer of your continent, you know to what point you would steer, and you have your compass, and the lights of heaven; reason is the one, and revelation the other. The wind is not, perchance, such as you expected or wished; but the great skill is in finding out what it is which actually blows, and then so using it as to make it carry you on your course. Here, then, I introduce my main subject. Is there not in the education, the influence, the time, and the pecuniary means of the patriotic and pious women of this country, a power which, if turned into this channel of effort, and skilfully directed, is sufficient to ensure a degree of success to the common school system heretofore unknown to the world.

I distinguish among my sex, because I know that there are those who cannot serve this noble cause, and especially are there two classes, who, though they may do well by accident, yet of whom no consistent good can reasonably be expected. These are the insane and the ultra fashionable. Of these I do not speak; but of those who have wrought for the last twenty or thirty years as the right arm of the clergy, in that great movement of christian philanthropy which so honorably distinguishes our days from the former—that of sending abroad the bread of life, instead of the sword of death—of those who as benevolent societies have, especially in cities, so efficiently aided in the care of the poor. Dr. Corning, the mayor of Troy, says of the ladies of the Charity Association, who in our city have for thirty years past been the solace of the widow, the orphan and the afflicted, that fifty cents in their hands goes as far as a hundred in the hands of men. And this society shows the value of educated and intelligent women, not only to add '*plus*' to the great interests of the community, but to take away '*minus*' in the cognizance by its proper officers, of the complaints of beggars; saving us, on the one hand, "from hardness of heart," and on the other, from that vilest of trades, street-begging.

Such women are numerous in every part of the state. Last fall the mayor of Utica, in bringing before the city authorities of that place, the subject of the poor, addressed the common council, as I am told, to this effect: That as winter was approaching, and the destitute to be provided for, he wished to devise the

best plan by which the provision made for their relief might be applied: guarding, on the one hand, against the want of compassion, and on the other, against the frauds of the applicants. This required time and minute attention to each case. He therefore proposed that the common council should invite the ladies to hold a meeting, and choose them out faithful and capable women in each ward, who should take by weeks the duty of looking to the condition of the poor, within their precincts: more especially with regard to the distribution of wood, the store provided to be made subject to the official order of this female committee. The ladies felt honored by the confidence thus reposed in them, and fulfilled in all things the wishes of the city authorities. The poor were taken care of by the diligence of the women, at the least possible expense, while the more valuable time of the men was spared, so that they might be adding to the fund from which society at large is maintained. Women in the days of our mothers, manufactured the greatest part of the clothing in agricultural families. Now machines have relieved them from that labor, and left them with time which they formerly had not. It is worth the while of patriotic men to see that this time is well employed.

If the women can thus aid the men in the care of the poor of their common political household, how much more could they assist them in the care of the little children—a charge, which God himself has, by physical as well as by mental indications, made peculiarly their own. In your families, gentlemen, suppose some hired person should come to you, and inquire of you concerning your little children—"Where shall they spend their time? what cup shall they drink from? shall these girls sew, or shall they study?" Would you not say—"Why do you come to me to regulate these minutiae concerning my little children; I must go forth to my business and earn money to support them—go to their mother." And in private families, would not the very fact that the mother did not regulate these things, show, either that she was incapable through infirmity or vice, or that her husband unwisely kept her out of her proper place? For is there anything concerning the human race more apparent, than that, in regard to the bringing up of children, the father should be left free to go abroad and provide for them, while the mother, sharing that provision, should remain to watch over them, and see that the things provided are economically put to their destined use. And if these little children are taken from their mothers in the family nursery, and put into that of the village, then it belongs to the united mothers to follow them personally or by their agents, to the village nursery, and watch them there; the operations of the women being, however, in both cases, subject to the supervision of the men; whose paramount authority they should teach

to the children, both by precept and example.

But this principle of giving to associated women the charge of the community of children, has not heretofore been acted on. No—nor have republics heretofore stood. We are seeking by new means, to effect new results. Your own organization, gentlemen, is itself a new measure, and we exult in it the more on that account; and if you bring to effect the farther step which is here proposed, you will have the honor of advancing towards its full perfection, the common school system. Could the American common schools command the organized and sustained co-operation of the American women, it would be in vain that any European common school system should seek to vie with ours. Before European nations could follow our example, they must first educate the great body of their females.

Allow me here to read to you, gentlemen, from the Connecticut Common School Journal, of Dec. 15th, 1840, an extract of a letter from myself to Mr. Barnard, then common school superintendent for that state:

"The condition of the common schools, in several respects, appears to me affecting, like that of a large young family of widower's children. The father provides what he thinks is necessary, and there is perhaps a hired maid or an older sister, who looks after the little children, as well as she knows how. But where is the mother? Where is she whose watchful eye and yearning bosom would be the surest pledge of their growing intelligence and virtue?—With her they were cleanly, orderly and industrious. She felt their little wants, when the father did not; and her influence with him, or her own purse, was drawn forth to supply them; and the supply was not monthly to be renewed, on account of unwatched waste and destruction; for she admonished the little squanderers; took care, or obliged them to do so, of their minutest articles of necessity. All this the united mothers might do for the common nursery of their children; and it is for the want of this supervision, that the common schools are in the forlorn condition in which many of them, throughout the country, are now found; and the best might be with it, far better than they can be without it."

By such arguments the ladies of Kensington* were persuaded to come together and to subscribe to a constitution of which the following is the preamble. Would that every female in our land felt the spirit which it embodies:

"We, the undersigned, women of the east district of Kensington, do hereby associate ourselves for the object of aiding, by our united exertions, the common school cause; especially by improving the condition of our own school. We are moved hereto by considering the vital importance of elevating by right education, the common mind—by the endearing ties which bind us to the children of our

own school—by the knowledge that it is the proper sphere of woman to take care of young children—and by the consideration of the deficiencies heretofore experienced, and the need of united and efficient effort, as well as of some additional pecuniary means to supply those deficiencies. We therefore determine, in the fear and by the favor of God, to associate ourselves in the solemn resolution that we will do whatever may be in our power, consistently with higher duties, to effect the object herein named; and we conceive, that, to no object, will our duty to our Maker more distinctly point than that, as a body, the women of this district should see that the children within its bounds should be so trained as to become the blessings of this world, and the 'blessed' of a better."

The constitution adopted provided for three committees of our number: First, a committee of locations, whose business it was to report the location and condition of every child of proper age, within our precincts, so that no one, through neglect of parents or poverty, should be kept from the school: as in the one case we would endeavor to persuade, and in the other we would assist by our needles, our family stores, or our purses. This, gentlemen, is the way, and the only way, in which all the children of a democratic republic may be gathered into the schools. Suppose the time to arrive when the children of our whole country, within every school district, shall be under the care of enlightened and efficient women, operating systematically, and their actions sustained by the men. Who would there be to hinder the work, which they should thus undertake? Would not, in this case, the very elements of opposition be made to propel the car?

Our second committee was called a 'committee of accommodations.' This was composed of our most thorough house-keepers. We sent them to look over the school-house and grounds, and see how the accommodations there compared with those to which their children were accustomed at home. There is not time to speak of the astonishment with which they now contemplated, what they had never thought of before. By their report we were led to make a number of new arrangements, to meet which, we taxed ourselves in a small sum, and those who were able and willing, made more ample contributions. Single ladies of property, had here an opportunity to serve their country, in serving their neighborhood. The articles purchased with our fund belonged to our association, and were looked after by this committee. On the head of funds, I would here remark that the ladies of a district in Hartford subsequently formed a similar society, and they being more wealthy, raised by taxing themselves, a sum sufficient to pay, among other things, the salary of a second teacher; these mothers being led to see that one teacher was not sufficient to do justice to their children. From some of these ladies I

heard the worthy sentiment, that the house at home must wait for some desirable embellishments, till the necessities of the school were first supplied. Will men be likely to attend to all the minutiae which fall within the purview of a common school committee of accommodations? Can they as well take care of cups, and pails, and towels, and window-curtains, and see that money goes far in the supply of these and similar articles of necessity?

Our third committee in Kensington was on the literature of the school, and this committee was to act in concert with that of the men, of whom the Presbyterian pastor, the Rev. Royal Robbins, well known as an author, was at the head. This gentleman became so well satisfied of the utility of our scheme, that he afterwards lectured on the subject in some of the principal places of Connecticut. Through this third committee our Kensington association assisted to effect a proper classification of the school. That great stumbling-block and hindrance, the diversity of school books, we took out of the way, by purchasing and owning such books as by consultation with the male authorities it was agreed should be used in the school; and, unless parents chose to buy, we loaned the books to the scholars for a few cents per term on each volume. If parents either could not or would not pay this trifling sum, then we furnished books to their children gratis; but we did actually class the school, and made each scholar of the same class, study the text-book assigned.

But though enough was here accomplished, as the report of the state secretary of Connecticut will amply show, to test the soundness of the principles assumed; yet, in the formation of these voluntary associations I clearly saw that there was a defect, and that, before women could with tranquility and confidence take their proper place in the common school organization, men must call them to the post and sustain them there. Such importance, gentlemen, does the law of their nature oblige them to attach to your opinions. Women are afraid to come forward—afraid not of toil and watching—but afraid they shall do something, or take some attitude, which will not please the men. But let them be called by invitations from the constituted male authorities, as were the ladies of Utica, and requested to choose certain officers for specific duties, and to make their regular reports to the proper male officers, and the service expected of them will be performed; the trust reposed will be fulfilled.

This subject, gentlemen, contemplates a great step in the onward march of society. It indicates the means of pleasantly relieving the men from onerous burdens, of doing great good to the children, and of performing an act of justice to woman, by giving her a more dignified and a more improving place in society. And while despotic governments make women their sovereigns, democratic men

will not fear to advance them to be committees in common schools, lest they should be elevating them above their sphere!

An able lecturer on the past and present condition of America, † has lately said: "The educated women of this country are not living up to their responsibilities." It is true, but give them the important occupations which have here been indicated, and they would then become the very cement of our political edifice.

Occasionally, as in this place, where this convention is so hospitably entertained, the common schools by means of good teachers and zealous superintendents, are placed on such a footing, that the children are among the favored of the earth. There are women here who voluntarily pay much attention to the schools. But were it otherwise, exceptions do not disprove general rules. The fact that some single families have been found where motherless children are well managed, does not disprove the great general law that no care is so good for the child, as that of the mother. In the family, how deep is the gloom which overshadows the members, when the wife and mother is withdrawn. Should her removal be but for a season, how happy are the household when they again experience her unsleeping cares, bask in the sunlight of her eyes, and grow in virtue by the dew of her lips. Even like the return of the wife and mother to the family, so for order, for moral goodness, and for happiness, would be the inducting of the united women of the community into that place in the common school system, which by the law of nature is theirs.

And you, gentlemen, by giving an impulse to public feeling and action, which should ensure them this, their true position, would most assuredly have the honor of bringing forward a more perfect state of the social system than the world has yet seen; and your labors and influence thus exerted, would result in the triumphant success of that propitious state organization which the object of our present meeting is to rejoice in, and to invigorate.

* Kensington is one of the three parishes of Berlin, a central town of Connecticut.

† Professor Macartney, of the College in Easton, Pa.

CELEBRATION AT BARTON.

BARTON, July 17th, 1845.

Mr. Dwight—We had a celebration in this town on the fourth of July, our "Nation's Birthday," in which several schools took an active part. There was no examination of the schools, but the various exercises of the day were highly interesting. The day was ushered in by the firing of cannon. At an early hour the front street of the village was thronged with a "living mass," which hourly increased until eleven o'clock, and every movement of our citizens proclaimed that something more than ordinary was about to take place. At half past eight the marshal of the day, accompanied by the music and the committee of ar-

rangements, crossed the river Susquehanna to the town of Nichols, and, at the distance of half a mile from the ferry, found District No. 1 in readiness to attend us to Barton village "with spirits as buoyant as air." After recrossing the river, the committee, with the music, proceeded to wait on the delegation from District No. 6, which was ushered into the village to the sound of martial music, in "grand agony." The procession was then formed in front of N. Shoemaker's hotel, under the direction of Hiram Bloodgood, Marshal of the day, in the following order: 1, Marshal; 2, Music; 3, Riflemen; 4, Orator and Reader; 5, Clergymen; 6, District Schools, with their respective teachers, in the following order: No. 1, Nichols, Miss Kiff, teacher; No. 6, Barton, Miss Louisa Adams, teacher; No. 1, Barton village, Joseph W. Howard, teacher. 7, Committee of Arrangements; 8, Citizens and Strangers. The procession being formed, proceeded to the Methodist Chapel, where the order of exercises was as follows: 1, Singing by the Choir. 2, Prayer by the Rev. Erastus Smith. 3, Singing by the Schools. 4, Reading of the Declaration, by W. Smith, Esq. 5, Oration, by William R. Finch. 6, Singing. 7, Address to the Schools, by the Rev. Mr. Gibbs. 8, Prayer. 9, Martial Music. 10, Benediction. After which the procession again formed in the same order and marched back to N. Shoemaker's hotel, from whence the schools proceeded to the opposite side of the river, where a good dinner was prepared for them in a beautiful grove.

After dinner the schools were seated in the cool shade, and diverted the attention of all present by singing, and then dismissed, some going to their places of abode, and others remaining to swing until sundown; and as the "shades of evening" approached, all became still where it had before been "hubbub and bustle." A place was assigned in the procession by the committee of arrangements for the county and town superintendents, who were invited, but, unfortunately for us, were otherwise engaged. Every thing passed off pleasantly, harmoniously, and satisfactorily to all; no accidents, no contentions, no disturbances occurring to mar the pleasure, the happiness and peace of the day. Never has the village of Barton witnessed a similar occasion; and never will its effects be eradicated. It has given an impulse to the vigor of the youthful patriots which will be handed down to succeeding generations. It has awakened a deeper patriotism in the hearts of her citizens, and inspired them with a loftier feeling, which will cause them to hail the annual return of the birthday of our nation, "with every manifest token of joy." It will give them an increased anxiety to have their children more thoroughly acquainted with the history of their country, which will tend to inspire them with a patriotic ardor that will spurn with indignation every attempt to fetter that freedom for which their forefathers fought, and bled, and toiled,

and spent the vigor of their days to maintain in "times that tried men's souls," amid the roar of cannon and the blaze of musketry. After the procession had formed, I turned aside to scan its length, and O! how lovely did they appear! The children were the chief object of my delight. As I gazed upon them marching to the sound of martial music, I saw the smile of joy beam from every countenance. It was then that I felt a glow of inspiration pervading every nerve; and a degree of enthusiasm in "which every minor consideration was absorbed." I.

COMMON SCHOOL NOTICE.

At a recent meeting of the Town Superintendents of Common Schools of this county, it was resolved that the County Superintendents be requested to hold special meetings at as early a day as practicable, in the different sections of the county for educational purposes, and that they call to their aid such literary gentlemen as they shall deem most expedient. In accordance with said resolution, the following arrangements have been made, and are hereby announced to the public, viz:

A meeting at Sandy Hill on Monday, September 15th.

A meeting at Fort Ann on Tuesday, Sept. 16. A meeting at Whitehall, (for Whitehall, Dresden and Putnam,) Sept. 17.

A meeting at Middle Granville, (for Granville, and Hampton,) Sept. 18.

A meeting at North Hartford, on Friday, Sept. 19th.

A meeting at West Hebron on Saturday, September 20th.

A meeting at Salem on Monday, Sept. 22d.

A meeting at North White Creek, (for Cambridge, White Creek and Jackson,) Sept. 23d.

A meeting at Easton Corners, on Wednesday, Sept. 24th.

A meeting at Union Village, on Thursday, Sept. 25.

A meeting at Argyle, on Friday, Sept. 26.

A meeting at Fort Miller, on Saturday, Sept. 27.

The meetings of each day will commence at 1 o'clock, P. M., and the afternoon will be devoted to remarks upon the duties, difficulties and responsibilities of teachers and school officers; and the evening to public lectures on the general subject of popular education.

Several distinguished literary gentlemen from abroad have been invited, and are expected to attend; and it is confidently anticipated that these meetings will not only be made highly useful and instructive to teachers and school officers, but peculiarly interesting and profitable to the public. It is confidently expected, therefore, that large audiences will be present at each of the above named places.

The several Town Superintendents will see that the necessary arrangements for the accommodation of the meeting of their respective towns, are promptly made; and that the teachers of our schools, present and prospective, are invited to attend.

ALFRED WRIGHT,
WM. WRIGHT,
Co. Sup't's Com. Schools.

Washington County, Aug. 18., 1845.